

# Second Grade October News

## News & Gentle Reminders

Hello Families,

At home, please remind your child of the LSE Standards of Being Safe, Taking Responsibility, Being an Active Learner and Showing Respect.

1. Please check your child's folder daily.
2. Homework Notebooks are to return to school on **Friday**. They will be checked and returned on the following school day.
3. Please be sure to email your child's teacher and [LSAttendance@carrollk12.org](mailto:LSAttendance@carrollk12.org) with early dismissal information before 1:30pm.

## October 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Progress reports come home	4	5
6	7	8	9	10 Fun Run	11	12
13	14	15	16	17 Conference Night  Parent Request	18 No School	19
20	21	22	23 Fall Pictures	24	25	26
27	28	29 2 <sup>nd</sup> Grade School Store	30	31		

## Fundations Level 2 - Unit 2

Dear Family,

We are ready to begin Unit 2 in **Fundations®**. During the next 2 weeks, we will be teaching or reviewing:

Skill	What is it?	How can you help at home?
<b>Bonus letter spelling rule</b>	<p>When a 1-syllable word ends in f, l, or s, a second f, l, or s is added when spelling the word.</p> <p style="text-align: center;">★</p> <p>Ex. p u f f</p>	<ul style="list-style-type: none"> <li>Dictate the word and have your child repeat the word.</li> <li>Have your child tap out the word - bonus letters get one tap.</li> <li>Have your child spell the word.</li> </ul> <p>Example words: <i>dress, thrill, gruff, stiff, still</i></p>
<b>Glued sounds</b>	<p>A glued sound is one in which letters have their own sounds but are difficult to separate.</p> <p>all-ball-/all/    an-fan- /an/ am-ham-/am/</p> <p>ang-fang-/ang/ ing-ring- /ing/ ong-song-/ong/    ung- lung-/ung/</p> <p>ank-bank-/ank/ ink-pink- /ink/ onk-honk-/onk/    unk- junk-/unk/</p> <p>ex. <span style="border: 1px solid black; padding: 2px;">ang</span> b</p>	<ul style="list-style-type: none"> <li>Dictate the word and have your child repeat the word.</li> <li>Have your child tap out the word - glued sounds get one tap.</li> <li>Have your child spell the word.</li> </ul> <p>Example words: <i>thing, blank, swing, junk, strong, stall</i></p>

For additional practice activities, you may contact your child's teacher. Remember to **make it FUN!**

### Did you know?


- The following are words that are exceptions to the bonus letter spelling rule: yes, bus, us, of, if, gas, this, plus, pal.

Sincerely,  
The 2<sup>nd</sup> Grade Team

## Fundations Level 2 - Unit 3

Dear Family,

We are ready to begin Unit 3 in **Fundations®**. During this unit, we will be teaching:

Skill	What is it?	How can you help at home?
<b>Closed Syllable Exception</b>	<p>There are five exceptions to the closed syllable rule: ild, old, ost, ind, olt. They are exceptions because the vowel has a long sound.</p> <p>Note the closed syllable exceptions in the following sentence: <i>You will <b>find</b> the <b>wild</b> <b>colt</b> by the <b>old</b> post.</i></p> 	<ul style="list-style-type: none"><li>• Dictate the word and have your child repeat the word.</li><li>• Have your child tap out the word - closed syllable exceptions get one tap.</li><li>• Have your child spell the word.</li></ul> <p>Example words: <i>scold, wild, bolt, kind, blind, gold, jolt</i></p>

### Did you know?

- These word families are not always closed syllable exceptions. For example, "lost" has a short vowel sound. Use the context of the sentence to read the word correctly.

For additional practice activities, you may contact your child's teacher. **Make it FUN!**

Sincerely,  
The 2<sup>nd</sup> Grade Team

# Unit 1 FRIENDS AND FAMILY

## Week 4 Animals Need our Care

### Reading and Language Arts Outline

**Essential Question:** *How do we care for animals?*

**Story - Taking Care of Pepper**

**Genre -** narrative nonfiction

**Story - Lola and Tiva**

**Genre -** narrative nonfiction

#### Comprehension Strategy

ask and answer questions

#### Comprehension Skill

text features; text evidence

#### Vocabulary Strategy

root words

#### Writing Traits

organization

#### Grammar

predicates

#### Structural Analysis

-ed, -ing, sounds of "ed"

#### Mechanics

commas with sequence words

#### Spelling and Phonics

short a, long a

bag

cap

ham

bake

ate

mad

back

cape

made

rake

still

belt

year

done

your

#### Vocabulary

**allowed** - having permission to do something

**care** - close and kind attention

**excited** - feeling very happy and eager

**needs** - things one must have

**roam** - to wander

**safe** - away from harm

**wandered** - moved here and there

**wild** an area where animals run free

#### **High Frequency Words**

another, done, water, your, into, show, now, too, move, year

#### **Oral Vocabulary Words**

duty, equipment, professions, satisfaction, thorough

# Unit 1 FRIENDS AND FAMILY

## Week 5 What Happens When Families Work Together

### Reading and Language Arts Outline

**Essential Question:** *What happens when families work together?*

**Story** - Families Work!

**Genre** - expository text

**Story** - Families Working Together

**Genre** - expository text

#### Comprehension Strategy

ask and answer questions

#### Comprehension Skill

key details

#### Vocabulary Strategy

inflectional endings: s, es, ed, ing

#### Writing Traits

sentence fluency

#### Grammar

expanding and combining sentences

#### Structural Analysis

possessive nouns

#### Mechanics

quotation marks

#### Spelling and Phonics

short i, long i: i\_e

did fin

pick line

pipe tip

mix five

side hike

cape made

other goes

any

#### Vocabulary

check - to see if something is correct

choose - to pick something out

chores - small jobs

cost - the price of something

customers - buyers at a store or business

jobs - work done for pay

spend - to pay money

tool - things to work with

#### High Frequency Words

all, any, goes, new, number, other, right, says, understands, work

#### Oral Vocabulary Words

exchange, homework, lucky, members, treasure



## Unit 2 ANIMAL DISCOVERIES

### Week 1 Animals and Nature

#### Reading and Language Arts Outline

#### Essential Question:

*How do animals survive?*

**Story** - A Visit to the Desert

**Genre** - realistic fiction

**Story** - Sled Dogs Run

**Genre** - realistic fiction

#### Comprehension Strategy

make predictions

#### Comprehension Skill

character, setting, plot

#### Vocabulary Strategy

prefixes: -re, un, dis

#### Writing Traits

ideas

#### Grammar

nouns

#### Structural Analysis

roots, inflectional endings: -ed, -ing

#### Mechanics

commas in a series

#### Spelling and Phonics

short o, long o

box

fox

dog

lock

pot

cone

home

nose

poke

rope

side

line

have

off

took

#### Vocabulary

**adapt** - to become used to a place or thing

**climate** - the weather in a place over a long time

**eager** - wanting to do something

**freedom** - the ability to move or be free

**fresh** - new; not spoiled

**sense** - a feeling

**shadows** - dark areas made by blocking light

**silence** - a lack of sound

#### High Frequency Words

because, cold, family, friends, have, know, off, picture, school, took

#### Oral Vocabulary Words

capture, chorus, croak, reason, visitor



## SECOND GRADE MATHEMATICS – Unit 1

Dear Parents,

During Unit 1, your child will work on becoming fluent with adding and subtracting within 20. Basic facts for addition refer to all sums of two one-digit numbers. Over time, fluency with number relationships leads to memory of the addition facts and application to subtraction. Fluency is defined as solving facts quickly and accurately without halting, stumbling or reversing oneself.

### OPERATIONAL FLUENCY

*Students need to:*

- Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- Use addition and subtraction **within (20)** to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...
- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

### WAYS PARENTS CAN HELP

- Keep a set of flash cards in the car to practice as you run errands. Encourage your child to explain the strategy that they used to solve the problem.
- With a deck of cards, use the number cards to play Fact War. Each player flips 1 card and the player to say the sum first, gets both cards
- Have your child sort a set of flashcards based on the strategy that they would use to solve the problem. Have them select one strategy pile to solve.
- Students often overuse “counting on” for all math facts. Help your child to generate facts that are efficient for counting on and facts that are not efficient for counting on (you could create a list or use flashcards to make groups). Encourage your child to explain why counting on would not be efficient for a fact (such as  $5+7$ ).

### KEY VOCABULARY

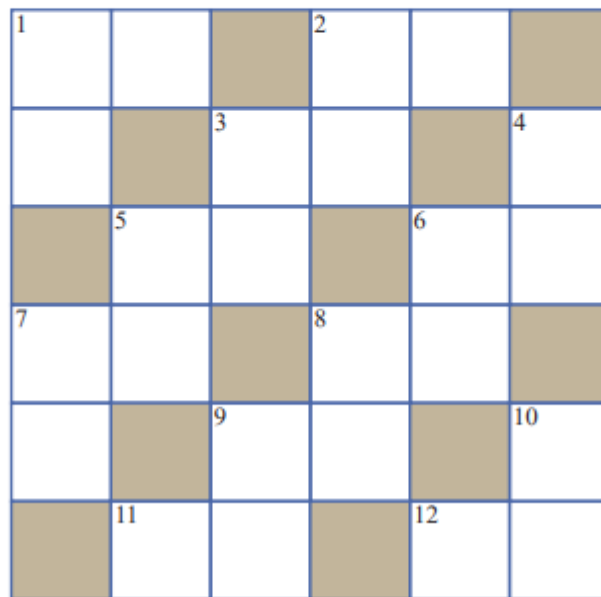
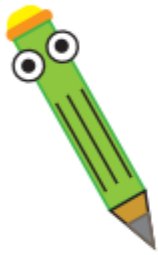
Add	Data	Difference	
Addend	Graph	Subtract	
Plus	Number Line	Subtrahend	
Equal	Fluent	Minus	
Equality	Fewer	Related Fact	More
Equation	Inverse Operation	Scale	Strategy
Sum	Number Sentence	Odd	Even

### BACKGROUND INFORMATION AND EXAMPLES FOR PARENTS

Addition Using Ten Frames: <http://video.carrollk12.org/view/HEIMUSINGDOUBLETENFRAMESTOSOLVE>

Try the addition crossword puzzle below or make your own. More puzzles can be found at <http://www.mathinenglish.com/menuCrosswordI.php>.

## Addition Crossword Puzzle



### ACROSS

1.  $10 + 5$
2.  $4 + 9$
3.  $8 + 8$
5.  $6 + 6$
6.  $12 + 7$
7.  $9 + 8$
8.  $8 + 6$
9.  $10 + 10$
11.  $5 + 5$
12.  $12 + 6$

### DOWN

1.  $15 + 4$
2.  $8 + 8$
3.  $8 + 4$
4.  $9 + 10$
5.  $12 + 5$
6.  $7 + 7$
7.  $9 + 7$
8.  $5 + 5$
9.  $18 + 2$
10.  $9 + 9$





# Second Grade Science

## Waves

Dear Families,

Here is what your child is learning in Second Grade, during the study of Waves with some specific ways you can help. Look for additional newsletters for upcoming units.

### Waves

#### Students need to:

- Know that sounds are made from vibrations.
- Design simple tests to gather evidence to support or refute ideas about causes.
- Know that objects can be seen in light if they give off their own light.
- Make observations in order to construct an evidence-based account for natural phenomena.
- Design simple tests to gather evidence to support or refute opinions about causes.
- Know that mirrors can be used to redirect a light beam.
- Know that a material changes the direction of the light and can light up the surrounding space in a different direction.
- Collaboratively investigate to produce evidence to answer a question.
- Use tools and materials provided to design a device that solves a specific problem.
- Know that people also use a variety of devices to communicate over long distances.

#### Key Vocabulary

Absorb: take in or soak up by chemical or physical action.

Illuminate: lighting or light.

Light: the natural agent that stimulates sight and makes things visible.

Light Beam: directional projection of light energy radiating from a light source.

Light Path: the path a beam of light follows.

Man Made Light: light produced by man-made products.

Natural Light: light produced by natural resources.

Opaque: not able to be seen through; not transparent.

Reflect: a surface or body throws back heat, light, sound without absorbing it.

Semaphore: a system of sending messages by holding the arms or two flags or poles in certain positions according to an alphabetic code.

Signal: a gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned.

Sound: vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.

Translucent: allowing light, but not detailed shapes, to pass through; semitransparent

Transmit: cause something to pass on from one place or person to another.

Transparent: allowing light to pass through so that objects behind can be distinctly seen.

Vibrations: (vibrate: move or cause to move continuously and rapidly to and from) an instance of vibrating

Visible: able to be seen

#### Ways FAMILIES Can Help

- Use the Discovery Education link to find more information ([see the following page for log-in information](#)).
- Make your own musical instrument using vibration to make sound.
- Look for ways light and sound are used to communicate (traffic lights, phone rings, neon sign (open), etc.)
- Experiment with ways to make a flashlight reflect from one surface to another.
- Experiment with how blocking light can create a variety of shadows.
- Create stained glass using tissue paper (in many layers and write observations in a journal about what happens when light travels through it).



# SECOND GRADE SOCIAL STUDIES

## Responsible Citizens in Our Community

Dear Families,

Here is what your child is learning in Second Grade, during the study of "Responsible Citizens in Our Community," with some specific ways you can help. Look for additional newsletters for upcoming units.

### RESPONSIBLE CITIZENS IN OUR COMMUNITY

#### **Children will be able to:**

- Explain how school/community rules promote orderliness, fairness, responsibility, privacy, and safety
- Identify leadership positions and organizations in the community and how they can help maintain safety and order
- Use democratic skills and attitudes (rights/responsibility, respect, fairness, honesty, loyalty, and courage)
- Connect important symbols, people, songs, and poems to the ideals they represent (George Washington – leadership, flag – loyalty and respect, National Anthem – courage and freedom)
- Explain contributions of local government leaders of school and community (county exec., county council or mayor, and city council)
- Explain how contributions of people are recognized in holidays (Memorial Day, Constitution Day) to represent democratic beliefs and attitudes
- Recognize how making choices affects self, family, school, and community
- Identify concerns in the community (safety issues and pollution) and ways to resolve these concerns

### KEY VOCABULARY

**Community** - a group of people who live in the same area (such as a city, town, or neighborhood)

**Leader** - a person who sets an example for others to follow

**Leadership** - setting an example for others to follow

**Symbol** - a visual that represents a person, place or thing

**Trademark** - something that shows ownership over an idea or product

**Pledge of Allegiance** - promise of loyalty to the United States

**Respect** - a feeling or understanding that someone or something is important

**Rule** - a direction you are asked to follow

**Law** - a rule that is enforced by some type of authority

**National Anthem** - a song that praises a particular country and that is officially accepted as the country's song

**Statue** - a figure that is built, usually to honor someone or something

**Liberty** - freedom to act and speak freely

**Freedom** - being able to speak, think and act without being controlled

**Democracy** - a type of government in which everyone is treated equally and has equal rights

**Strength** - being united and being able to defend (as it pertains to a nation)

**Contribution** - giving time, money, etc. to someone in need of help

**Celebrate** - to do something special or enjoyable for an important event, occasion, holiday, etc.

**Citizen** - a person who legally belongs to a country and has the rights and protection of that country

### WAYS FAMILIES CAN HELP

- Discuss the differences in rules for different places and situations and their importance
- Explain the roles of our local and state leaders
- Identify people and their contributions for holidays celebrated
- Suggested readings
  - What are your Basic Rights? By Jacqueline Laks Gorman
  - Community Spirits; Symbols of Citizenship in Communities By Angela Catalano
  - What Does the President Do? By Amanda Miller
- Visit Discovery Ed. to watch video clips on these topics.



# Playground Math Facts

Dear Parents,

We are beginning an exciting new program called "Playground Math Facts" to help students build their fact fluency within 20. Our goal is for them to memorize these important facts by the end of second grade. These are facts that students need to know "just like that (snap)" just like we know sight words "just like that"! We have been doing a lot of practice building these equations using manipulatives, using ten frames and with number lines, but our goal is to move away from those strategies and get them memorized automatically. Students should be able to tell the answer orally within 3 seconds.

Kids will work through various Playground Fact Levels as they master these facts. They will be able to move at their own pace and request to be assessed when they are ready.

Attached is an outline of the math facts and their category. Students will be given certificates as they master each level and the next group of flash cards to work on at home. We hope that this is a fun way for kids to practice their math facts!

Please let us know if you have any questions,

## Playground Math Facts

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9
grass	swing set	slide	sandbox	monkey bars	see-saw	jungle gym	bench	student
Review First Grade Facts	Add Use Doubles	Subtract Use Doubles	Add 10	Subtract 10 and differences of 10	Use ten addition	Use ten subtraction	Use ten subtraction	Review All
6 + 6 7 + 7 8 + 8 9 + 9 10 + 10 18 - 9 16 - 8 14 - 7 12 - 6 10 - 9 10 - 8 10 - 7 10 - 6 10 - 5 10 - 4 10 - 3 10 - 2 20 - 10	3+4 4+5 5+6 6+7 7+8 8+9 9+10 3+5 5+7 6+8 7+9 * also the turn-around facts	7-3 7-4 9-4 9-5 11-6 11-5 13-7 13-6 15-8 15-7 17-8 17-9 8-5 8-3 12-5 12-7 14-6 14-8 16-7 16-9	10+3 10+4 10+5 10+9 10+6 10+7 10+8 10+2 * also the turn-around facts	19-9 19-10 18-8 18-10 17-7 17-10 16-6 16-10 15-10 15-5 14-10 14-4 13-10 13-3 12-10 12-2 11-10	4+7 3+8 4+8 5+8 6+8 7+8 3+9 4+9 5+9 6+9 7+9 8+9 * also the turn-around facts	11-7 11-8 12-8 13-8 14-8 15-8 16-8 17-8 11-9 12-9 13-9 14-9 15-9 16-9 17-9 18-9	11-3 11-4 12-3 12-4 13-4 13-5 13-6 14-5 14-6 15-6	Student should choose 25 old facts to mix up and practice!  (no grass ones!)

As the year goes on, to review facts all mixed up, we may add some more equipment to our playground!

